

DOCUMENT RESUME

ED 051 541

CG 400 033

TITLE Proceedings ERIC/CAPS at WACES: A Futuristic Look at Guidance and Counselor Education.

INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

BUREAU NO BR-6-2487

PUB DATE May 71

CONTRACT OEC-3-6-002487-1579-(010)

NOTE 25p.; Papers presented at the Western Association for Counselor Education and Supervision in San Diego, California, November 22-25, 1970

AVAILABLE FROM ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104 (\$1.00 per copy)

EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29

DESCRIPTORS *Counselor Role, *Counselor Training, Guidance, Information Sources, *Innovation, Prediction

ABSTRACT

Conclusions reached in the WACES study on the adoption of innovations are presented. In general for counselor educators there was a negative correlation between being an innovative adopter and having many administrative responsibilities. The relationship between adoption of innovations and department size and climate is also examined. Twenty-five generalizations about the future are presented along with the implications these changes in the structure of society will have for counselor education. Counselors' roles and techniques for the future are suggested and discussed. (MP)

ED051541



COUNSELING & PERSONNEL SERVICES INFORMATION CENTER

PROCEEDINGS ERIC/CAPS at WACES

A Futuristic Look at Guidance and Counselor Education

CG 400 033

ED051541

**PROCEEDINGS
ERIC/CAPS at WACES**

**A Futuristic Look at
Guidance and Counselor Education**

A Presentation at the
Annual Conference of the
Western Association for Counselor Education and Supervision
November 22-25, 1970
San Diego, California

May 1971
CG 400 033

ERIC
Counseling and Personnel Services Information Center
The University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Price - \$1.00

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

14-612003

This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

CONTENTS

Foreword	v
Part I	
An Address: Counselor Education and the Innovative Process Garry R. Walz	1
The ACES Innovations Study	2
The Adoption of Innovations	3
The Exchange of Information	4
Staff Cohesion and Communication	5
The Danger of Negative Forecasting	6
The Impact of Student Activism	7
A Role of Awareness	8
Part II	
CAPS Panel Presentation: Generalizations for the Future Ralph W. Banfield Thomas A. Butts Marlene B. Pringle Garry R. Walz	10
Reactions to the Generalizations Panel of WACES Members	17
Bibliography	20

FOREWORD

Frequently, members of the staff of the ERIC Counseling and Personnel Services Information Center are called upon to speak and make presentations of our materials at various professional meetings and conferences. The Annual Conference of the Western Association for Counselor Education and Supervision (WACES) was one such occasion. It was held in San Diego, California, from November 22 to 25, 1970.

We have included in this publication an address by Dr. Garry R. Walz, Director of ERIC/CAPS and President of the American Personnel and Guidance Association, and a presentation based on generalized statements about the future that were developed by Dr. Walz and other ERIC/CAPS staff members: Ralph W. Banfield, Associate Director; Thomas A. Butts, Assistant Director for Student Personnel Services; and Marlene B. Pringle, Assistant Director for Information Analysis.

It is our hope that, through publication of the proceedings of conferences and workshops in which we participate, we may further the widespread additional use and reference of these specially developed CAPS resources.

PART I

Counselor Education and the Innovative Process

by Garry R. Walz

Some of you know that the major concern at ERIC is not giving you more information — that we could do *ad nauseam*; what we are concerned about is giving you more relevant information. We now regularly process over one hundred documents each month that could be clearly designated as relevant sources of information for counselors. Also, we review 40 to 50 journals as they appear, all of which have some relevancy in terms of coverage of interest to counselors. Each year we review close to 500 dissertations in the area of counseling and student services. In fact, this body of relevant literature adds up to something between three and four thousand separate items each year. That is clearly more than any of you want or need to use.

The real question today is not how do you get more information or how can you get on more mailing lists or how can you receive more things, but how can you find that information which is particularly relevant and useful to your area of concern. Given that there is some information which is particularly current and useful, how can you go about utilizing that information?

There is a particular kind of utilization and a particular sort of knowledge in which we are interested. It is knowledge which is futuristically oriented. The old adage that to be forewarned is to be forearmed is, I think, still relevant today. How can we be thinking in terms of tomorrow when so much of our information really reflects conditions as they were several years ago? Instead, we must learn to use information in a feeder sort of way to prepare us for that which is yet to appear or that which is just emerging, and to provide us with the opportunity to work for and prepare for tomorrow today.

We are dealing with a very uncertain kind of future where many of the things that were relevant in the past are not going to be relevant in the future. So, our great concern is how to assist people to utilize knowledge to prepare them to deal with the pressures and stresses that they are going to have to be dealing with in the future. I'd like to illustrate this with a little story I heard.

There were two old fellows called Zeb and Ebb. One day they were sitting on their front porch, rocking back and forth, watching the traffic and everything flow by, and a very attractive woman came by. (She was obviously a liberated woman in more ways than one, if you know what I mean.) And Zeb looked over at Ebb, and Zeb said, "Ebb, when you see a beautiful woman, would you rather make love to her or would you rather dream of making love to her?" Ebb reflected about that for quite a while, then finally he said, "Zeb, I think I'd rather dream about making love to her." This really surprised Zeb, and he

said, "Ebb, why would you rather dream about making love to a beautiful woman?" And Ebb said, "Well, Zeb, when I dream about it I get a much higher quality of woman."

What I'd like to suggest today is: If we can dream a little about the future and facilitate your thinking about the future for counselors and counselor education, I think this will lead us to a higher quality of guidance programs. This is the process we would like to start going today. We would like to help you to dream about the future in a way that will help you to really work for more quality types of programs.

I'd like to briefly review the program for today and suggest how we are going to deal with this challenge. After my introductory remarks, we would like to share with you an analysis of some generalizations about the future which have relevance for guidance and counseling. We think that these are the most relevant and impactful generalizations that one could make about the future. We would like to share these and discuss them with you. Then, we'd like to give you the opportunity to take these generalizations and work with us to help design and generate some counseling practices and counselor education procedures that will help to respond to these generalizations. Finally, in subsequent parts of the afternoon, we want to pull these all together to develop some integrated conclusions about counselor education. Can we start to build a futuristic model of counselor education for which we have a little lead time? It's not that far ahead of us, but it is the sort of thing that we can start thinking about in terms of staffing and program organization and resource utilization and so forth. Given that we are able to do that kind of forward thinking and to identify what looks like the model for the future in counseling education, we then would like to move to the final stage and talk about implementation. What about some adoption strategy -- how do we go about trying to implement, in a macro-micro way, the kinds of things that we would like to see brought into counselor education programs? What we're trying to do here is to provide an opportunity to use various kinds of knowledge to design and develop more impactful and more relevant kinds of counselor education programs.

To begin, I'd like to share with you two sets of observations -- one you are very familiar with, the second is a series of my own observations about the direction of counselor education.

* * *

The ACES Innovations Study

The first set is a group of generalizations that I've drawn from ACES Innovations Study, which I suspect a very large share of the people here in the audience had an opportunity to participate in. Let me refresh your memory about the ACES Study. During Tony Riccio's presidency, we at the ERIC/CAPS Center were asked to conduct a study on the processes by which innovations were accepted and implemented in the field of counselor education. Dr. Juliet Miller and

I developed a series of questionnaires. One was for the head of each counselor education program. Another was directed to each of the members of the counselor education programs. These were mailed out, and a very extensive followup program was developed. Eventually, we received completed and useable responses from close to 70 percent of the 356 counselor education programs in this country, giving us roughly one thousand useable returns.

First, we wanted to be able to identify the innovations that are used in counselor education, what is the content of the innovative force in counselor education. Second, we wanted to be able to identify the characteristics of innovative counselor educators and innovative counselor education departments — personality characteristics, decision making characteristics, sources of information, etc. — so we could identify and describe those which are most innovative. Third, the study was focused on developing and looking at the communication network through which counselor educators are able to receive new ideas and information. How does the process of diffusion and communication of innovations occur within the field of counselor education? We now have that data, it is in the hopper, and we made an interim report at the APGA Convention in New Orleans. We will be following through with a final report later in the year.

The following generalizations are pulled together from the ACES Innovations Study. I have selected those that are most meaningful to the future development of counselor education programs. We will discuss an integration of these ideas later in the workshop. For the moment, I shall simply enumerate them.

The Adoption of Innovations

One generalization, which was notable in the report, pertained to the assignment of responsibility for the adoption of innovations. The functionary might be an individual, or it might be the whole department. It should be both. The individual counselor educator selects the resources he uses in teaching; he selects his methods of teaching; he selects the extent of coverage — these are his rightful choice and concern. Thus, he has the responsibility for adoption of innovations. The department, however, shares the responsibility for implementing innovative practices (e.g., the selection of a basic curriculum). We really need to consider here both levels as potential instruments of innovation.

It is interesting to note that there is a very strong negative correlation between innovativeness and administrative responsibilities. In the ACES Innovations Study, we found that the farther up one goes in administrative responsibilities in counselor education, the less likely he is to be an innovative adopter. Correspondingly, the fewer administrative responsibilities one has, the more likely one is to be an early and comprehensive adopter of innovations in counselor education. The Study also revealed that decisions about the adoption of innovations are frequently made by people with administrative responsibilities rather than the individual counselor

educator. This discovery prompts us to question the whole innovative adoption process in counselor education. Here, as a sidelight, we see a reverse "Peter Principle" in use; people in counselor education tend to be elevated to their level of competency. (Recall the "Peter Principle" which states that people tend to be promoted to the level where they function incompetently, and are then forgotten.)

If we indulge this example, we could say that a person who no longer finds teaching satisfying is elevated to the level of counselor; a counselor who no longer finds counseling rewarding is moved up to the level of counselor educator; a counselor educator who no longer finds counselor education meaningful is moved up to the head of a counselor education department; and the department chairman who no longer finds his role impactful becomes an APGA officer. This quest prompts us to ask: Where does the responsibility for administration lie; what is the movement of people from practitioner to administrator; and, how does this situation affect the adoption of innovations in counselor education?

The Exchange of Information

A second theory which was tested in the ACES Innovations Study related to the frequency of information contacts of counselor educators to their adoption of innovative procedures. We found that innovativeness is closely related to the extent to which individuals attend conferences, and to the number of books and journals which individuals read. The relationship is not just one of familiarity, but of adoption.

Our Study disproved various other researchers who have associated the adoption of innovations with the cosmopolitan outlook of the individual counselor educator. Many of the previous studies in innovations and diffusion have shown that the more cosmopolitan a person is with regard to his contacts, the greater is his adoption of innovations. An individual whose major contacts are national rather than local has had an implied initiative in his use of innovative procedures. We did not find this so. We found that the frequency of contact that an individual has with information and other individuals in his profession is more influential than the extent of his cosmopolitan outlook. The individual whose contacts are primarily within his local area -- in the school system, or county, or state -- has the same opportunity, and tends to be equal as an innovator to the person whose contact is primarily on a national level.

This is an interesting development; it stimulates an interesting question. If, in fact, innovativeness is associated with frequency of contacts, how can we as counselor educators provide opportunities for individual counselor educators to increase their contacts and their interface with information resources?

Department Size and Climate

Another generalization which can be drawn from the Innovations Study is: Larger counselor education departments tend to be more

innovative than small ones in the instance of department-wide innovations. Department size, however, does not influence the innovativeness of the individual. Department-wide innovations are frequently of the type which call for considerable resources. Many of the 356 counselor education programs around the country seemingly do not have the resources available to them to make the adoption of some program and curriculum innovations possible. The individual, however, does not feel this limitation. There is a problem suggested here that I would like to reflect upon. What programs tend to get the funds to develop more programs? Do the good get better? We can see through statistics that the majority of counselors are being trained in small departments. This indicates a need to provide assistance to the small departments in their adoption of innovations. It is clear that the smaller departments are handicapped by the lack of available resources for innovation implementation.

The climate for decision-making in counselor education departments also has an apparent affect on the climate for the adoption of innovations by individuals. This was the fourth generalization which we derived from the ACES Study. The model which is most supportive of adoption on the part of counselor educators is the *laissez-faire* policy. There is a democratic model too, but it calls for some group decision making and discussion on matters concerning the individual or the department. The democratic model tends to support a more static department. The *laissez-faire* model (which leaves the choice to the individual) appears, by contrast, more conducive to the adoption of innovations.

A sidelight to this observation is the involvement of students in the decision making process, which seemed to have little influence on innovation at the time of this study. In the last year or two, since the study was begun, student involvement has changed considerably in many institutions. I think we would find that student involvement does help significantly in the adoption of innovations by individuals. Student involvement, however, has not forcefully effected the programmatic adoption of innovations. I see here that the impact of students on the individual counselor educator is a response as individuals. Student impact has not been equal when they were responding and interacting in the whole program.

Staff Cohesion and Communication

A corollary issue comes into play at this point. What kind of counselor education staff is preferable -- a loosely intertwined staff in which there is a great deal of freedom (with differences in point of view), or a cohesive staff in which there is general agreement on goals and means (with specific ground rules established)? Which of these programs is better? This was not a specific point in our Study. There was a strong inference, however, that counselor educators who come from more cohesive staffs are less inclined to be the individuals who adopt innovations. This finding has been supported by most of the diffusion research which suggests that cohesiveness insulates the group from outside contact and influence; the

group becomes introspective. The group experiences high reliability and intragroup agreement, but is unaware of the possibility of low validity or lack of interagreement with other groups. I mention this to call to your attention the possibility of a high degree of group unity (which makes the program look strong) in a program which is rated low on the innovative adoption scale.

Intradepartmental communication also shows a relationship to the ability of an individual or department to glean new procedures from the available state-of-the art. The Study asked "What kind of communication do you set up" and "What affect do they have on the adoption of innovative processes?" We found that the extent of communication within the department is reflective of the extent of innovation adoption for the entire department, but not for the individual members. This is another aspect of the cohesive affect, which was mentioned earlier. It suggests that intradepartmental communication can effect adoption of innovations at the departmental level and that without communication as part of the cohesiveness, little new is introduced.

* * *

These generalizations, drawn from the ACES Innovations Study, suggest some interpretations for the future design of counselor education programs. I'd like to speak briefly on these implications. One whole area which the study has identified as an area which needs further analysis is the relationship between the individual counselor and the counselor education department. What is a favorable balance of freedom and individual decision making? How does individual adoption relate to departmental adoption? What is the appropriate format to facilitate both high departmental adoption and high individual adoption of innovations. The Study clearly implies that few programs today work equally well in each of these two dimensions.

One general observation that can be made concerning the adoption of innovations is that the great emphasis in the literature and in practice is on the counseling part of counselor education; there is very little emphasis on the *education* function. Counselor educators focus a great deal on the innovations, their impact, and their use by the counselor; they appear, however, much less interested in the means by which counselors are educated relative to those innovations. Even though this group is called the Association of Counselors in Education (and Supervision), we would have to say that there is little emphasis on education. This is evident in the minimal extent of coverage of education processes in journals, and in the results of the ACES Innovations Study. Education gets far less attention than counseling.

The Danger of Negative Forecasting

The journals and the Study also show evidence of another perspective in counselor education - negative forecasting. When we think to the future, there is a tendency to say things like, "You know this can't come about," or, "It is very unlikely that these things

could occur." Recently, some attention has been given to people who make these very massive comments about what will develop in the future or what will not develop, or specifically, the restraints and constraints that keep certain things from developing. I was first introduced to this idea when I heard an eminent national counselor educator predict back in 1957 that the counseling practicum would never become a reality in counselor education. He said it was too expensive and too demanding of staff and, therefore, its implementation in programs of counselor education was unrealistic. As you know, there was a major intervention the following year in NDEA; one impact was the massive diffusion of practicums in counselor education. In the Innovations Study, we found that there is a high positive correlation between the affirmative attitudes that people have towards innovation and the rate of adoption. An individual who says innovations are desirable is far more inclined to adopt them than the individual who is not so positively inclined.

A climate of negative forecasting, which promotes the feeling that these things are not going to come about (this has been called "crackpot realism"), can be very detrimental to the adoption of innovative processes. I was talking with Gil Wrenn after his book, *Counselor in the Changing World*, was published. He said if he had the opportunity to write it again he would have responded much differently. When he did his analysis of the future and implications for counseling, his first draft was way out; then he decided it was too far out so he revised it. In retrospect, he feels he should have stayed with the wilder one; most of the things that he predicted to occur in the next decade occurred prior to that time. Changes are rapidly taking place. Some of you may remember that *Newsweek* made a forecast in 1960 of the Sixties. Recently, the futurists went back to that report and analyzed their history hit-rate; they concluded that *Newsweek* was 95 percent correct, which is a remarkable hit-rate. That's an example of positive forecasting.

Negative forecasting, however, is detrimental; people do not want to move ahead with development. There are a number of factors that seem to be associated with negative forecasting. First, there appears to be little relationship between subject expertise and the ability to forecast successfully. There is a failure of imagination; we tend to extrapolate our predictions from a projected image of what exists today. We cannot see the gaps that might represent something that is going to be quite qualitatively different in the future. Predictors also show a lack of nerve. They see something, or feel it, and want to point out that direction, but pull back onto safer ground instead. In this developing society, however, it is the way-out predictor, who may not have the inherent knowledge to support his prediction, who is becoming more and more accurate.

The Impact of Student Activism

Another inference for counselor education in the future is in the area of student impact on the curriculum. The *Saturday Review of Literature* also reviewed the Sixties early in the decade in a

special issue. They foresaw the greatest decade of educational change in the history of the country and that for the first time we had the resources and the will to undertake and effect major changes in education throughout the country. Recently, they reviewed the Sixties in a 1970 issue. They concluded that none of the programs had changed substantially; programs that were planned by educators to bring about change in the curriculum had very little impact. Two unforeseen forces, however, did incite major educational change in that decade - the civil rights movement and the student activism movement.

A current movement in the universities is the offering of three kinds of courses: (1) the course initiated and controlled by the instructor; (2) the course initiated and developed cooperatively by students and faculty; and (3) the course initiated, developed, and managed by students - the course mart - which is seen increasingly around the country. The impact for counselor education is enormous. What is the implication of student involvement in the development of curriculums that are relevant to a here-and-now world, programs that put emphasis on experiential knowledge or that deal with the major issues through activism and outreach? I think, clearly, the impact of students with their activism, their press, their confrontation methods, and their manpower has a great significance.

A Role of Awareness

There was another point inferred in the ACES Study: the individual counselor must be aware of the concerns and settings in which he finds himself. A counselor in a school is really working in a particular climate, and in a certain social system which relates to other social systems. A counselor education program in a university is really working in relationship to other programs and practices in the university. Counseling is not just assisting an individual, it is effecting changes in his environment as well as changes in his behavioral mode. Here is a whole new bag; some people call it "change agency." Whatever it is called, individuals need to be able to organize and respond to all considerations - both in program development and in the delivery of materials. On one hand the students are articulating the needs of the here-and-now programs and there is a high degree of local consumer accountability and responsiveness; on the other hand, counselor educators are saying we have to develop the kind of delivery system that generalizes beyond a small, indigenous group. The orchestration of these two emphases is going to be a major concern in counselor education in the future.

Our analyses of innovations in the materials we process at ERIC point out (in Title III projects) some intriguing and attractive programs with potential usefulness and impact. They need to be disseminated; they also need to be evaluated before diffusion occurs. Some programs are very esoteric, and they are supported with a great deal of rhetoric. There is, however, a lack of empirical data or experiential knowledge on these programs. Much of it is useful only in the sense that it is innovative; something is being done now that

wasn't being done before. That is progress, but not necessarily innovation which is worthy of broad diffusion. There is a strong need for counselor educators to be concerned about innovativeness. How do we go about developing and generating innovations? The ACES Study indicates there is a strong need for new and innovative program development in the areas of high societal demand, but despite a high degree of need expressed in these areas, few truly inventive ideas have come to light. We have to find a way not only to diffuse the available innovations, but to develop the means by which we can advance innovations which are particularly responsive and meaningful to evolving social needs.

As you look around and see what is exciting in education, a lot of it is coming out of the third force area. It's coming out of the third force culture because that cultural group has characteristics which make it particularly responsive to change. The free school movement, the free university, the intervention clinics, and the community-oriented programs of the third force often lack the organizational overlay we find in established programs. These new programs have the advantage of spontaneity, of temporariness, of loose administration; they have the capability to be responsive to existing personal and social needs in a much greater way than a program with an institutional focus.

We, as counselor educators, need to be aware and need to consider how we will be able to prepare counselors who are going to be impactful and innovative and who will be seen as advocates in an emerging, temporary, problem-oriented, activist-oriented situation. How are we going to go about preparing counselors who are relevant and, not only comfortable, but leaders in these programs?

As you know, advertisements for many socially-significant programs note that they want people without formal preparation. Some people have a great hangup about being credential; they want the person who has not yet had the opportunity to be trained because they feel that experiential learning is most meaningful. This is a mistake. There is a body of knowledge to be communicated. How can we combine this inherited, collective wisdom with experiential here-and-now ideas in a way that merges the best of two worlds? This is an integration challenge. The third cultural force has perspective; many of the things we've dealt with in the past are no longer relevant today. We want our programs to be relevant, and we want them to be seen that way. We need to offer the kind of training that people who are socially active would want to have an opportunity to use and be prepared in.

In fact, if you will allow me this analogy, I'd like to suggest that if the Edsel were a counselor education course, rather than a car, it would probably still be with us. And probably a very used one at that! Maybe this says something about how we view our curriculums, what is in them, how they are organized, and what they offer.

PART II

CAPS Panel Presentation

The ERIC staff presented some images of the future developed from ERIC materials, from futuristic journals and articles, and from a number of books which attempt to describe the future (Michael's The Unprepared Society and The Next Generation, Toffler's Future Shock, Slater's The Pursuit of Loneliness). The material from the various sources was condensed into generalizations about the future to which our staff felt counselor educators should react. These generalizations were then put into five general areas and discussed by a panel of ERIC staff members.

* * *

Area One was concerned with developing a picture of the kind of person who can function in the future—that person would be richer, better educated, live longer, live much faster, be able to make and break relationships with more ease, have a new and perhaps more flexible set of values, and be much more mobile than the man of the present. The ERIC staff was particularly concerned with what the increased mobility of all people and need for flexibility and rapid decision making in people of the future would mean for our present education system. What kind of a system can accommodate the needs of future man?

Area Two was primarily concerned with society's reactions to rapid change, increasing interdependence of all segments of society, and a growing fear of loss of destiny control. Reactions ranged from simple denial (nothing has really changed) to passivity, hostility, anti-intellectualism, and other generally negative reactions to the idea of living in a highly technological society. We were particularly concerned with the roles counselors might assume in helping the present or past-oriented person live in a world where "the future is now."

Area Three was closely related to Two—it was concerned with decreasing importance of space differences between people and the increasing importance of time differences caused by rapid change. In essence, we were suggesting that the generation gap is real and that differences in age as small as three or four years can be important.

Area Four was concerned with the changing values in our society. Attitudes toward money, work, and leisure, for example, are rapidly changing. Money is taken for granted and less of a motivator than has previously been the case. There is less and less acceptance of dull and unpleasant work and more demand for self-actualization in one's job. More people expect more from life now than at any time in the past. We maintain that such high expectations are not unhealthy or unreasonable if our society can begin to plan now.

Futuristic planning was our fifth and perhaps most important area. So far, society has tended to be reactive rather than proactive in its approach to problems. It is now possible for man to choose the kind of future he wishes to create, yet he seems unable to plan for that future. Perhaps he avoids planning because our society does not encourage the kinds of cooperation and acceptance of mutual interdependence necessary for such decision making. Slater certainly suggests that the American ethic of "rugged individualism" is harmful in a society which is so complex that group decision making is a necessity. Toffler suggests part of the difficulty of planning may be the number of options possible—how does one choose from so many alternatives? He believes, however, that the real problem is our methods: "It is not simply that we do not know which goals to pursue, as a city or as a nation. The trouble lies deeper. For accelerating change has made obsolete the methods by which we arrive at social goals. The technocrats do not yet understand this, and, reacting to the goals crisis in knee-jerk fashion, they reach for the tried and true methods of the past." (Toffler, p. 417)

We suggested that it was our fear of the future; our lack of commitment to people, places, and values; as well as our methods which kept us from planning. The ERIC staff suggested that counselors might address themselves to the problem of making futuristic thinking and planning part of the educational and democratic process even though the average educator, voter, or politician presently refuses to think or plan futuristically.

Generalizations for the Future

1. There is "...a compulsive American tendency to avoid confrontation of chronic social problems." (Slater, p. 12) The desire to engage issues is frustrated. This avoidance approach to directly engaging key social problems and remaining uninvolved is seen in the short term, hardware type solutions applied to human issues, which seem to be designed to submerge them so that they won't be seen and can be washed away. The funding of innovative educational projects by the federal government illustrates this; once the project is completed and the report written, new practices are not supported on a far-reaching, long term basis.
2. There are two basic cultures in America — the still-dominant old "scarcity-oriented technological culture," and the growing "counter culture" which is developing to challenge it. The conflict between these two cultures puts moderates in the position of being hated by both and viewed as "hypocritical, amoral and opportunistic people who will take no stand and are only interested in their own careers." (Slater, p. 97)
3. The nature of middle-American culture is destructive to the desire to live with a feeling of community, trust, and brotherhood with one's fellows. While living collectively is characteristic of many cultures, Americans place considerable emphasis on individuality and

competition, and our technology is making it increasingly easy for one to live in isolation from others.

4. Contrary to the traditional middle-class, white American view that we are not a violent people, we are. While the image is that the culture is one that helps others, our behavior from the destruction of the American Indian to the suppression of domestic non-conformity to Vietnam is not supportive of this view.
5. One of the most important trends in youth involvement today, which will continue and grow, is the trend for children and youth at many age levels to become educational and leadership aides in working with younger children. This use of the young as apprentice helpers with youngsters will become a major aspect of occupational training for the human service occupations as well as a major resource for socialization, education, remedial help, and therapeutic assistance. By 1980 the cross-age helping programs will be a part of the educational experience of most children, in a variety of programs.
6. The majority of present day Americans are probably not constitutionally suited to accommodate rapid change and mobility. Those who do not welcome such rapid change suffer from "future shock." Toffler (p. 289-326) describes this disease which is the result of too much stimulation and freedom rather than too little. Its symptoms consist of anxiety, depression, physiological complaints and symptoms, denial of selected aspects of reality, and increased decision making frustration, and violence. The end product, he suggests, is apathy and psychological withdrawal from society. As the rate of change accelerates, more and more people may suffer "future shock." To what degree must counselors be aware of this problem and how might they help those victims of too much change at too rapid a rate?
7. Those people who are highly mobile must grow accustomed to making and breaking relationships. Such activity, while increasing one's freedom, still can lead to a "loss of commitment" to people, to things, to places, and to values. Present trends indicate that most relationships will become more and more temporary, conditional, and modular (based upon a social role). For example, how can the teacher, counselor, or student develop real trust or caring for one another when each knows that the other may be gone in a month? How can a curriculum be built when no one is around long enough to get it together or to implement it—or the population for which it was designed will be completely different the next year? How fast can one expect children and adults to form and to end relationships?
8. The mass media present the public with a tremendous variety of role models—anyone of which a person might choose to incorporate into his self-image. Just like soap and toothpaste, the hippie, the hard-hat, the black militant, the flower child, the articulate intellectual are offered on the open market. What makes buying a life style so seductive is that it reduces freedom (distorts reality) for those people who suffer from over-choice. Once the

the image is incorporated, the image can then determine the choices. How does one choose a life style? How does one change from one style to another? What are the rewards and dangers of flitting from one life style to another?

9. Society tends to be reactive rather than proactive in its approach to problems. It is now possible for man to choose the kind of future he wishes to create; yet man is unable (perhaps because there are so many choices) to choose the goals for a future society. How can counselors make futuristic thinking part of the democratic process when the average voter and the politicians refuse to think futuristically?

This is not to say no one is planning. On the contrary; in this seething social brew, technocratic plans, sub-plans and counter-plans pour forth. They call for new highways, new roads, new power plants, new schools. They promise better hospitals, housing, mental health centers, welfare programs. But the plans cancel, contradict and reinforce one another by accident. Few are logically related to one another, and none to any overall image of the preferred city of the future. No vision—utopian or otherwise—energizes our efforts. No rationally integrated goals bring order to the chaos. And at the national and international levels, the absence of coherent policy is equally marked and doubly dangerous.

It is not simply that we do not know which goals to pursue, as a city or as a nation. The trouble lies deeper. For accelerating change has made obsolete the methods by which we arrive at social goals. The technocrats do not yet understand this, and, reacting to the goals crisis in knee-jerk fashion, they reach for the tried and true methods of the past. (Toffler, p. 417)

10. The nostalgia for the past (the days before one was convinced that prediction and control were impossible) will increasingly breed anti-intellectual cults comparable to the present revival of mysticism, yoga, witchcraft, and some of the highly "feeling" based sensitivity groups. This failure of careful technocratic planning, environmental pollution, threat of war—in general, loss of control of future leads to emphasis on "nowness" and increased passivity and hostility.

We are in a race between rising levels of uncertainty produced by the acceleration of change, and the need for reasonably accurate images of what at any instant is the most probable future. The generation of reliable images of the most probable future thus becomes a matter of the highest national, indeed, international urgency. (Toffler, p. 415)

11. The present school system does not prepare students for life as previous educational institutions have. Our present school system is based on an industrial rather than a superindustrial model.

The whole administrative hierarchy of education, as it grew up, followed the model of industrial bureaucracy. The very organization of knowledge into permanent disciplines was grounded on industrial assumptions. Children marched from place to place and sat in assigned stations. Bells rang to announce changes of time.

The inner life of the school thus became an anticipatory mirror, a perfect introduction to industrial society. The most criticized features of education today—the regimentation, lack of individualization, the rigid systems of seating, grouping, grading and marking, the authoritarian role of the teacher—are precisely those that made mass public education so effective an instrument of adaptation for its place and time.

Young people passing through this educational machine emerged into an adult society whose structure of jobs, roles and institutions resembled that of the school itself. The schoolchild did not simply learn facts that he could use later on; he lived, as well as learned, a way of life modeled after the one he would lead in the future. (Toffler, p. 355)

Toffler suggests that the new system must suit the need for "future orientation."

The technology of tomorrow requires not millions of lightly lettered men, ready to work in unison at endlessly repetitious jobs, it requires not men who take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality. It requires men who, in C. P. Snow's compelling term, "have the future in their bones."

Finally, unless we capture control of the accelerative thrust—and there are few signs yet that we will—tomorrow's individual will have to cope with even more hectic change than we do today. For education the lesson is clear: its prime objective must be to increase the individual's "copeability"—the speed and economy with which he can adapt to continual change. And the faster the rate of change, the more attention must be devoted to discerning the pattern of future events.

It is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the here-and-now environment will soon vanish. Johnny must learn to anticipate the directions and rate of change. He must, to put it technically, learn to make repeated, probabilistic, increasingly long-range assumptions about the future. And so must Johnny's teachers. (Toffler, p. 357)

12. The "generation gap" may be real. Time is becoming more important than space as a reason for differences among people—communication becomes more and more difficult.

Carey explains this shift from spatial to temporal differentiation by calling attention to the advance of communications and transportation technology which spans great distances, and, in effect, conquers space. Yet there is another, easily overlooked factor at work: the acceleration of change. For as the pace of change in the external environment steps up, the inner differences between young and old become necessarily more marked. In fact, the pace of change is already so blinding that even a few years can make a great difference in the life experience of the individual. This is why some brothers and sisters, separated by age by a mere three or four years, subjectively feel themselves to be members of quite different "generations." It is why among those radicals who participated in the strike at Columbia University, seniors spoke of the "generation gap" that separated them from sophomores. (Toffler, p. 259)

What might this mean for counselors? Is there any appropriate helping role for them to play in such a society?

13. There will be a continuation and intensification of the trend toward separation of the society and community into special interest groups and coalitions—interracial confrontations, intergenerational, male-female, radical-conservative politics, the poor and the affluent, producer-consumer, drug user-anti usage, etc. There will be an increase in confrontation and conflict; therefore, there will be more necessity for negotiations and compromise.

14. Dramatic changes are already under way in attitudes toward work and money. To quote the General Electric Study of the Future, "Money will be much more taken for granted, much less of a motivator (to achievement). It will become more 'means' instead of an 'end' or goal in itself. There will be a growing demand that one's job be meaningful. The notion that hard or unpleasant work must be tolerated because it is unavoidable will have less and less acceptance. The concept that work is a *duty* and leisure must be *earned* will be more and more challenged." Also the amount of money a person has to spend, by his own discretionary decisions, on improving the quality of his life, (e.g., travel, self-improvement, education, recreation, etc.) will increase over 50 percent by 1980. There will be widespread intensive research for a different quality of living—and increasing personal and public impatience with economic deprivation and hardship.

15. Already over half of the work jobs in our country are human service jobs, rather than technical jobs of manufacturing, or growing crops, or construction, or extracting natural resources (such as mining, oil, etc.). By 1975 probably 75 percent of the work roles will be service to persons instead of working with things.

Another role of education will be dramatically different. The needs to learn and the processes of retraining will continue throughout a person's career and life. The increased rate of change in occupational and leisure time opportunities, and life requirements and the increased rate of production of new knowledge will greatly increase the status of educational programs and institutions. Education will become less and less a matter of transmission of accumulated knowledge and more and more a process of developing the thought processes and values and skills that prepare for adapting to and initiating change. Versatility, flexibility, problem solving ability, will more and more become core educational goals.

16. A very significant trend might be called the antispecialization or interdisciplinary trend. The boundaries between the social sciences will become more and more blurred by research teamwork in research and scholarship. Schools of applied behavioral science will also begin to integrate such professional schools as education, social work, public health, clinical psychology, public administration, natural resources and ecology, etc. At the level of professional practice, more and more of the creative designs for delivery of professional service will be generated by heterogeneous teams from clinical practice, education, religion, social welfare, public and mental health, etc.

17. With the dramatic increase in consumer demand for personal helping services, the gap between need for service and available training professional manpower will become greater and greater.

18. One of the bases of the intergenerational confrontations which continue and increase is the fact that a "fraternal" or peer society with leadership, communication, and articulation of goals and demands is developing among the young. They are learning to give and receive support from each other and to mobilize strength and sophistication in their interactions with the older generation. A rapidly growing trend, which will continue, is toward an increase in power and responsibility of the young in regards to the setting of goals, making of plans, and designing of programs for education, work, and leisure time in which they are involved. There will be a very rapid increase in the election and appointment of youth to agency boards, school boards, community, state, and national planning committees, boards of trustees of colleges, churches, and other institutions. Confrontations by youth to test and develop their base of influence will increase.

19. The knowledge base relevant to counseling and counselor education is growing exponentially while the counselor's capacity to acquire and utilize that knowledge remains essentially static.

20. The velocity of change is so great that values and commitments will need to be changed to fit the new circumstances. Situation ethics and values may replace time honored ones.

21. Counselors are typically prepared to work in stable and organized environments, but future organizational designs will increasingly

emphasize temporariness, spontaneity, and problem solving versus role-centered orientations.

22. Women will increasingly resist accepting the traditional housewife role which has become unrewarding and will seek new cultural alternatives. Technology, removal of the aged and other adults from the American home, mobility, and the isolation of the suburban home have contributed to the decline in the rewards and recognition once important to the housewife.

23. There will be a growing reaction against "mass society." There will be less and less tolerance for depersonalization, for being "an IBM card," more rejection of the pressures toward conformity. The increase in general level of education will result in more personal self-respect and more rejection of authoritarianism and social restraints.

24. There is a conflict between the manpower needs of our society and the status rewards built into our society. We have taught our young to value the liberal arts college education, but all projections into the future job market indicate an increasing need for trained technologists. (The community college, for example, has tried to develop two-year programs to meet these manpower needs; yet students are led to believe that the only "real" education leads to a B.A.) How can society restructure its status and reward system to give specialists as well as generalists a place to live with dignity?

25. While all kinds to minority groups (women, disadvantaged, racial groups, etc.) are making demands and getting reactions to those demands, there are a large number of middle and working class people who feel they are neglected—the oppressed majority. What are the needs of this majority and how can those needs be expressed and responded to in the future?

Reactions to the Generalizations

Following the presentation of the generalizations, the participants formed triads—each triad dealing with one of the generalizations presented. Counselors were asked to respond to two questions: (1) Given that the generalization you have received is a valid prediction for the future, what would be appropriate responses for counselors? (2) What forms might counselor education take in order to produce such behaviors in counselors? Those descriptions of appropriate counseling behavior and of the role of the counselor educator were then combined by a panel of participants into a partially integrated model of counseling in the future.

The image of counseling in the future looked very much like counseling in the present. Participants pointed out that the major difference between the counselor today and the counselor of tomorrow would have to be in the person himself. The counselor of the future

would need to be more open, flexible, more tolerant, more knowledgeable, and more willing to take an advocacy stance as the risks involved in taking such positions become increasingly difficult to endure. The image presented was almost that of the "super-counselor"—a warm, cerebral creature who could survive in any climate, once produced, but no one could describe the climate necessary for the initial production. Though the "supercounselor" cannot be mass produced, counselor educators did agree upon a number of exposure experiences which would improve the training of counselors:

1. Counselors must be trained in the community as well as within the traditional classroom structure.
2. Counselors must be exposed to a broad sample of learning and experience in the many American subcultures—but particularly in those subcultures from which future clients are likely to come.
3. Counselors must take more responsibility for the direction their own training will take; students, as well as counselor educators, must be involved in determining curriculum. Democracy must be seen as a life style.
4. Counselors must be trained to work as part of cooperative groups as well as to work independently.
5. Multiple models of competency must be defined and made available to counselors: These models should be flexible in both pace and sequence. Counselor educators must have strength to confirm and validate models other than their own.
6. In-service training must be built into all models of pre-service training. Counselors should never feel they have completed their training.
7. There should be multiple levels of entry to and exit from counselor training programs.
8. Counselors must be more assertive in helping others to recognize the consequences of the decisions they make.
9. Counselors must be trained to use the most economical techniques involved in utilizing the knowledge base available.
10. Counselors must study temporary relationships and learn to recognize what such relationships can and cannot contribute to an individual life.
11. Counselors must learn the dynamics of the acquiring and the letting-go of values so that they may help others to determine what is worth hanging on to and what is worth letting go. Change, per se, can never be a value in a humanistic society.

When this model for counselor training was presented by the WACES panel to the rest of the participants, there seemed to be general agreement about the intrinsic value of the suggestions, but little agreement as to which suggestions should take priority and how the suggestions could be implemented. Participants also questioned the assumptions underlying the role of the activist counselor: "What exactly does being a change agent mean and what form might this role take in order to respond to counselee needs rather than to the status needs of the professional? If the counselor of the future were to perform some of the functions identified in the model, then what kind of a support system would he need? What might be the role of government or of a professional organization in providing this support?"

O

BIBLIOGRAPHY

General Electric Study of the Future. In Ronald Lippitt, *Selected Images of the Future: In the Larger Society, in the Helping Professions, and in the Youth Culture - Relevant to the Counseling Function and the Design for the Training of Counselors.* Paper prepared for the ERIC/CAPS Conference on "Images of Guidance for the Seventies" in Ann Arbor, Michigan, January, 1970.

Michael, D.N. *The Unprepared Society: Planning for a Precarious Future.* New York: Harper and Row, 1968.

Michael, D.N. *The Next Generation. The Prospects Ahead for the Youth of Today and Tomorrow.* New York: Random House, 1965.

Slater, P.E. *The Pursuit of Loneliness. American Culture at the Breaking Point.* Boston: Beacon Press, 1970.

*Toffler, A. *Future Shock.* New York: Random House, 1970.

*Copyright 1970 by Alvin Toffler.

Permission to reproduce this copyrighted material has been granted by Random House, Inc. to ERIC and organizations operating under agreement with the U.S. Office of Education. Further reproduction outside the ERIC system requires permission of the copyright owner.